Palmdale School District

Launching a lifetime of learning

Language!

Program Implementation Handbook

2011-2012

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***Language*! Class Placement**

The California Department of Education allows districts to adopt intensive intervention programs designed to "address literacy and language development" and "incorporate the elements for English language development." The Palmdale School District adopted *Language*!, a state adopted Program 5 Intensive Intervention Program. This is a stand-alone program that is an alternative to the basic core program. It is designed to be a 180 day program for 2-2.5 hours a day. The instructional design of the program is designed to accelerate student learning and close the achievement gap. Placement in this program will be considered only after documented interventions have occurred that did not result in adequate student achievement. Additionally, multiple criteria will be examined to determine if the program is the best placement for the student.

Each year:

- CST scores for all students in grades 3-7 will be examined. All FBB and BB students will be grouped for further analysis by the district coordinator.
- Student results from the **periodic assessments in reading comprehension and word analysis** will be examined for the FBB and BB groups. Those students who have benchmark scores in the intensive or strategic range will continue the process and take the *Language*! Reading Scale Placement Test in June. All ELA RSP students who are entering 4th grade will be screened as well. All scores will be entered into OARS.
- Using the chart below (and also found in the *Language*! Reading Scale TE) student lexile scores will potentially determine if they are candidates for the program.
- Additional criteria which may have impacted students' prior achievement, including behavioral issues and attendance, will also be examined.
- Students will be chosen to participate in the program for the school year.
- Placement will be confirmed or adjusted based upon August CST results. Students who receive a CST-CMA/ELA score below 300 will remain in the *Language*! placement. The placement of students who receive a CST-CMA/ELA scale score of 300 - 330 will be reviewed.
- Once placed in the class, students will be given baseline tests to further diagnose student strengths and weaknesses. This will take place during the first week of school. Parents are to be informed and invited to an orientation meeting.
- All students are placed in a *Language*! class based on assessment results not grade level.

Placement in the alternative core program should not be taken lightly for any student, whether in a general education placement or special education placement. While it may be true that this placement will be the norm for students in an SDC classroom and for many RSP students, it should not be assumed to be the case. Students who have tested proficient or advanced on the CMA need careful consideration as to the most appropriate language arts placement. Student needs may be best met with placement in the general education core classroom with support from supplemental resources and special education personnel.

During the year:
Every effort has been made to ensure correct placement of students. In the unlikely event that a teacher believes a student has been misplaced, the teacher will provide current data (CST, grades, PASS results) to support the removal of a student from the *Language*! class. If the teacher believes that a student should be placed in literacy intervention, the following procedure will be employed.

For potential students:

- The teacher will review the student's grades in all subjects.
- The teacher will review the most current CST data
- The teacher will review the most recent ELA PASS results.
- The teacher will bring the data to the Learning Support/Intervention/RSP Teacher as well as any documentation of previous interventions and results.
- If there is not documented evidence of previous intervention then the School Intervention Team will meet to plan instructional interventions.
- If there is documented evidence of previous unsuccessful interventions then the Learning Support/Intervention Teacher will administer the *Language*! Reading Scale placement test and the School Intervention Team will meet to discuss next steps.

Placement Decisions-LRS Lexile Results
(OARS will auto score placement when scantrons are used for screening)

Grade Level	Lexile	Placement Recommendation
Grade 3	Below 430L	Book A
	Above 430L	Core
Grade 4	Below 430L	Book A
	430L-575L	Book A Accelerated*
	Above 575L	Core
Grade 5	Below 430L	Book A
	430L-700L	Book C
	Above 700L	Core
Grade 6	Below 430L	Book A
	430L-800L	Book C
	Above 800L	Core
Grade 7/8	Below 430L	Book A
	430L-800L	Book C
	800L-950L	Book E
	Above 950L	Core

*For students in the upper range, an accelerated review of skills teaching the starred skills only

Exiting the Language Class

Students in the *Language*! program have various content mastery tests during each unit (every 10 days) to progress monitor their instructional growth. Typically most students placed in *Language*! will remain for an entire school year. When considering whether a student should exit from the *Language*! curriculum, the site's intervention team will consider the following:

- Student has achieved 80% or better on the End-of-Book Content Mastery test for the current book level. This typically takes place at the end of the book. If there is an indication that the student has accelerated their learning prior to the end of this instructional cycle, this end-of-book mastery test may be given prior to the instructional cycle ending.
- Student has achieved a lexile level on the *Language*! Reading Scale which is in the appropriate range for the student's grade level. These ranges are required to ensure that students are prepared to meet grade level demands of the core curriculum.

Language! Reading Scale	
Grade Level	Lexile Range
3	535-645
4	645-755
5	755-865
6	825-935
7	900-1020
8	945-1055

Student's exiting the *Language*! program will be considered "strategic learners" and will be monitored by the Learning Support Teacher/Intervention Teacher and the school intervention team. Monitoring will include PASS results and grades. Other options will include check in/check out and other personal types of monitoring.

Language! **Professional Development**

The district is dedicated to providing *Language!* training to the following staff members:

- Administrators
- General Education Teachers
- Special Education Teachers
- Learning Support Teachers
- Instructional Aides
- District Substitutes
- Speech and Language

Language! training opportunities:

- *Language!* 4th Edition Overview
- *Language!* 3-day training
- School Intervention Team Training
- Response to Intervention
- Mini-workshops (to be determined by surveys)
    - *Language!* PLC
    - Make and Take Folder Activities
    - Planning and Delivering a Lesson
    - Planning a Unit – Backward Planning
    - Reteaching and Retesting - Now What?
    - Classroom and Time management
    - Lesson Planning-Beyond the TE and Keeping Fidelity
    - Writing in *Language!*
    - Integrating Positive Behavior Support in *Language!*
    - Successful Tips in Program Implementation (sharing)

In addition to *Language!* training, the district realizes there may be a need for additional support. The following may be offered as needed:

- Differentiating instruction
- OARS technology training
- Initial assessment training
- Positive Behavior Support/CHAMPS
- Building a Learning Community with Parents

Monthly *Language!* teacher professional development will be held at the district for all general education teachers so that they receive the same training and support as the Learning Support Teachers and Special Education teaching staff.

***Language*! Teachers Support and Professional Development-2011**

September 20

October 18

November 15

January 17

February 21

March 13

April 17

May 15

June 5

All meetings will be held in the SDA from 3:15 pm - 4:15 pm.

***Language*! Teachers/Classes**

When each school site is determining who and how many teachers will teach *Language*!, there are a few priorities to keep in mind. First, how many students are there in those grade levels that require this core replacement? Are there enough students to create a *Language*! class, or should another intervention option be considered? Keep in mind that there are just two entry points into *Language*! Book A and Book C and students should not repeat a level. Consider the following examples for a general education 4th grade team:

Example 1:

31 Stu 6 L! Class A	30 Stu 8 L! Class B	31 Stu 2 L! Class C	32 Stu 12 L! Class D

Teacher D is the teacher chosen to teach the *Language*! class. The 12 eligible students in Class D stay and the remaining 20 students "swap" places with the other eligible *Language*! students in Classes B, C, and D. After the swap there are 4 extra students. Two are placed in Classes B and C and one additional in Class A for the ELA/ELD block.

After the shift of students for the ELA/ELD 2.5 hour block:

32 Stu Class A	32 Stu Class B	33 Stu Class C	26 L! Stu Class D

Students in Classes A, B and C are basic and above in proficiency levels.

Example 2:

31 Stu 6 L! Class A	30 Stu 2 L! Class B	31 Stu 0 L! Class C	32 Stu 3 L! Class D

There are not enough students to create a grade level class. Depending upon the level of the *Language*! candidates, they could be placed in the Learning Support Teacher's class.

Example 3:

31 Stu 0 L! Class A	31 Stu 0 L! Class B	31 Stu 0 L! Class C	26 Stu 26 L! Class D

One teacher has all of the students in their class for the entire day.

This model is the same at the Intermediate school sites.

RSP and SDC classrooms are expected to level their students and form as homogeneous groups based on baseline testing as possible. RSP or SDC students who would have their needs better met within a general education *Language*! class should be considered for placement there and their IEP adjusted accordingly in regards to their service minutes. It is expected that all district staff, regardless of program work together to benefit student needs.

***Language*! Instructional Time**

The *Language*! curriculum is designed to be taught for 120 minutes per day with an additional 30 minutes for ELD. 15 days are allotted per unit. If either greater or lesser amounts of time are needed, other pacing options are in place. In any scenario, ***Language!*** **instructional time MUST be protected, uninterrupted time**.

Elementary Instructional Time: 150 minutes per day.
Intermediate Instructional Time: 2 instructional periods a day.

Pacing calendars are provided which included unit pacing as well as assessments.

Grading

The grade should reflect student progress in the material that is being taught. Students enrolled in *Language!* will received a modified grade.

The expectation is that each student will complete a unit with 80% mastery. (Refer to the section on Content Mastery in the Assessment Teacher's Edition.) This is the primary method of assessing progress for each student. To ensure that we have a standard process for the reteaching and retesting process, it is expected that students will experience their initial teaching and content mastery testing and, **if necessary, two additional** opportunities for a reteach and a retest. It is expected that the reteaching opportunity will be substantially different than the previously unsuccessful instruction. It is also expected that after each retest the higher mastery score is entered in OARS, if it is indeed higher.

Other tools to determine mastery would include:

- Teacher made checklists and rubrics
- Student lesson checklists in Interactive texts (p.2)
- Student fluency progress
- Teacher observation of oral activities
    - *Language!* Expansion Questions
    - Retell-It
    - Speaking and Listening
    - Choral Reading

Report Cards/Progress Reports

Elementary Schools:
Language! grades are reported on the Alternate Report Card available on OARS. Teachers mark "ARC" under Language Arts on the main report card. Content mastery progress reports should be sent home at the end of each unit keeping parents fully informed of their child's progress.

Middle Schools:
Report card grades are earned by middle school students in *Language!* according to the following chart:

Grading Categories	Percentage of Report Card Grade
Content Mastery	75%
Summative Assessments	10%
Class Work and Participation	10%
Homework	5%

In middle school, teachers will indicate "modified program" in the Comments section of the report card.

Content mastery progress reports should be sent home at the end of each unit keeping parents fully informed of their child's progress.

Cumulative Records

The *Language!* teacher is responsible for completing the Language Arts section of the cumulative record. They should indicate the student's mastery level and that they were in an alternative core program. Additionally, a copy of the report card should be included in the cumulative record.

Assessment

Classroom

- Content Mastery tasks are completed within each unit. These mastery results are to be entered in OARS upon completion. It is expected that as reteaching and retesting occurs, the best score is entered in the OARS database.
- End-of-book Progress Indicators should be scanned into OARS as outlined on the pacing guide.

District

All *Language!* students are expected to take the district PASS tests for their grade level. They will be administered in the *Language!* classroom.

Forming an Intervention Class in OARS

General education classes and Resource Specialist classes need to form Intervention Groups in Oars for their *Language!* classes. Directions for forming these classes are on the following page. All intervention classes should be named as follows:

School Site, Teacher Name, Language! 2011-12.

(Example: Barrel Springs Smith Language! 2011-12)

The final step is to share the intervention group with your principal , and special education personnel at the district office (Director of Special Education, Instructional Coaches) as well as the Program Coordinator.

Homework

There are a variety of options within the curriculum for homework. Students should be assigned work which they can independently complete and apply the skills they are learning. (See page 15 in the Teacher Resource Guide)

Some suggestions include:

- Interactive text printable homework option pages from the CD
- Additional work with Masterpiece Sentences
- Word games such as Chain it, Categorize it, Draw it etc.
- Blueprint for writing
- Grammar reinforcement
- Independent reading with appropriate text and a reading log

Pacing Based on Data

Language! is based on 120 minutes per day. In the elementary school, there are 150 minutes: 30 minutes for Speaking and Listening to the English Language (SLEL) and 120 minutes for Steps 1-6. In the intermediate school, there are two class periods, approximately 110 minutes.

The amount of time available will affect the amount of curriculum that can be covered. However, some students will be able to move at a faster pace and some students will require more time to master the requisite skills. Therefore pacing is dependent on careful analysis of content mastery and summative assessment data. **The goal is to move students as quickly through the new learning as possible with mastery.** It does not serve the students to complete the curriculum if they are not learning the skills. Conversely, it does not serve students to spend more time than necessary in a given unit.

Successful pacing is dependent upon:

- Careful placement of students in homogeneous groups
- Teaching the curriculum as designed **without adding extraneous material**
- Following all the steps from sound to text in sequence
- Administering content mastery assessment and analyzing data for patterns that determine if students can move faster or need reinforcement/reteaching

Steps for Analyzing Content Mastery Data:

1. Administer and correct Content Mastery tasks for each unit
2. Enter scores in OARS
3. Identify all tasks in which students did not achieve 80% mastery.
4. Determine patterns of performance in your class and use the data to adjust instruction

The target goal for most classes is two books during the academic year. The program is designed to complete a lesson in one session; however, pacing will be impacted by the amount of minutes

allocated for instruction. Any teacher that is significantly off the expected pace should contact the Learning Support Teacher or Program Coordinator for suggestions and support.

Participation in the *Language!* classroom does not preclude a student from a Student Intervention Team meeting. If a student is not progressing, a meeting should be held to discuss this issue. Additionally, if a student is progressing faster than his/her classrooms peers, a class transfer may occur in order to better meet that student's needs.

Parental Involvement

Parents are a vital part of student success and it is critical that the *Language!* teacher maintains excellent communication with the students in their class. The following items are the minimum expectations for communication.

- During the first week of school, send out a letter to parents of students enrolled in your class informing them of the class and inviting them to a Back to School Night presentation
- Hold an awareness session at Back to School Night
- Collaborate with homeroom teachers to participate in parent conferences (Fall and Spring)
- Send home end-of-unit progress reports (these can be done by students after each content mastery and sent home at the end of the unit)
- Notify parents of progress at the end of book as well as end of year

It is also recommended that additional parent opportunities such as literacy nights or workshops be held by the *Language!* team at your school site.

Teacher Resources

Placement Letter/ Parent Orientation.*.....**20-21**

Progress Report for Content Mastery*.....**22-23**

End of Year Placement Plan*.....**24-25**

Pacing Guides.....**26-31**

Oars Directions for Assigning Students to an Assessment Level.....**32-34**

Oars Directions for Intervention Groups.....**35-40**

*Parent letters should be on school letterhead and also contain the district logo. E-copies of each can be found on the *Language!* page on the district website.

September 2011

Dear Parent/Guardians,

At_____ school, it is our goal for all students to be highly successful. During the 2011-12 school year, we will be providing specialized reading and writing instruction in a class called *Language!* for students who need extra support. Your child will be participating in this class. We invite you to attend a workshop to meet your child's reading teacher, _____, on Back to School Night at _____ p.m. This will take place just before the Back to School Night events. At this workshop we will introduce the curriculum to you and share ideas of how you can help your child at home.

Language! instruction helps students make rapid gains in reading and writing. It is based on proven literacy research. It is comprehensive, providing direct instruction in six important areas of language arts: phonemic awareness and phonics; word recognition and spelling; vocabulary and morphology; grammar and usage; listening and reading comprehension and speaking and writing. Upon successful completion of this instruction during the 2011-12 school year, it is our hope that your student will be caught up to their grade level and able to return to their regular grade level reading program.

We are excited to be able to provide this opportunity for your child and look forward to seeing you on September _____ at _____ pm. Please contact the school if you have any questions.

Sincerely,

Principal *Language*! Teacher

Septiembre 2011

Estimados Padres/Tutores,

En la escuela _____, es nuestra meta que todos los estudiantes tengan gran éxito. A través del año escolar 2011-2012, estaremos proporcionando la lectura especializada y enseñanza de escritura en una clase llamada Lenguaje! Para los estudiantes que necesitan un apoyo extra. Su niño estará participando en esta clase. Te invitamos a asistir a un taller para que conozca al maestro/a de lectura de su niño, _____ en la noche de Celebración de Regreso a la Escuela a las _____p.m. Esto tendrá lugar un momento antes de los eventos de la Celebración de Regreso a la Escuela. En este taller vamos a presentar el plan de estudio y estaremos compartiendo ideas de cómo usted puede ayudar a su niño en la casa.

Lenguaje! Instrucción de ayuda a los estudiantes para obtener ganancias rápidamente en la lectura y la escritura. Se basa en la investigación en alfabetización demostrada. Es amplio, proporcionando instrucción directa en seis importantes áreas de artes del lenguaje: conciencia fonémica y fonética, el reconocimiento de palabras y ortografía, vocabulario y morfología; gramática y el uso; comprensión auditiva y lectura y expresión oral y escrita. Al término de esta exitosa instrucción durante el año 2011-2012, esperamos que sus estudiantes se hayan puesto al día a su nivel de grado y que regresen a su programa regular de lectura de acuerdo a su grado.

Estamos muy contentos de poder ofrecer esta oportunidad para su hijo y esperamos verlos el ___ de septiembre a las _____p.m. Por favor de comunicarse con la escuela si tiene alguna pregunta.

Sinceramente,

Director Maestro/a de Lenguaje!

Dear Parent(s) of _____

Your child has completed *Language*! Unit _____

The purpose of this letter is to inform you of your child's progress. The scores below reflect current performance in each target area. Skills are assessed at different points in the program, so you may not see a score reported for every step for every unit.

The Content Mastery tasks measure mastery of different skills in reading and writing.

Content Mastery Tasks for Unit ___
Mastery = 80% or higher

Step 1	Step 2	Step 3	Step 4	Fluency
Phonemic awareness and Phonics	Word recognition and spelling	Vocabulary and Morphology	Grammar and Usage	____ Sound ____ Letter ____ Word ____ Phrase ____ Sentence ____ Passage
_____%	Posttest 1 _____% Spelling Posttest 2 _____%	_____%	_____%	_____ Correct words per minute

Additional comments:

_____

_____

Please call our school at _____ if you have any questions or concerns.

Sincerely,

Estimado Padre (s) de_____

Su estudiante a completado la Unidad del Programa *Language*!

El propósito de esta carta es para proveerle información con respecto al progreso de su hijo. Los resultados escritos debajo reflejan el rendimiento en cada área designada. Las habilidades son evaluadas en diferente puntos del programa, así que usted no vera los puntos reportados para cada paso para cada unidad.

El Contenido del Dominio en las Tareas mide el dominio de diferentes habilidades en la lectura y escritura.

Contenido del Dominio en la Tarea de la Unidad ___
Dominio = 80% o mas alto

Paso 1	Paso 2	Paso 3	Paso 4	Fluencia
Capacidad de reconocer fonemas y Phonics	Reconocimiento de palabras y ortografía	Vocabulario y Morfología	Gramática y Uso	____ Sonido ____ Letra ____ Palabra ____ Frase ____ Oración ____ Pasaje
_____%	Posterior a la prueba 1 _____% Ortografía Posterior a la prueba 2 _____%	_____%	_____%	_____ Palabras correctas por minute

Comentarios Adicionales:

_____

_____

Por favor llame a nuestra escuela al _____si usted tiene alguna pregunta o preocupación.

Sinceramente,

June 20__

Dear_____

Your child_____has completed Book _____

Unit_____ in *Language*!

This letter is to keep you up to date with your child's progress.

Beginning Lexile _____Mid-year Lexile _____End of Year Lexile _____

The lexile measure your child's ability to comprehend grade level text. The expected range for each grade level is listed here.

4th grade lexile goal: 645-755
5th grade lexile goal: 755-865
6th grade lexile goal: 825-955
7th grade lexile goal: 900-1020
8th grade lexile goal: 945-1055

For the _____ school year your child may

_____Continue in the *Language*! program

_____Exit the *Language*! program and return to core instruction

Sincerely,

Estimado_____

Su hijo (a)_____ ha completado

el Libro _____ Unidad_____ en ¡Lenguaje!

Esta carta es para mantenerle al día con el progreso de su hijo(a).

"Lexile" al Principio del Año ____ "Lexile" a Mitad del año _____
"Lexile" al Final del Año _____

El "lexile" mide la habilidad de su hijo (a) de comprender texto académico a su nivel escolar. El promedio esperado para cada grado escolar esta anotado aquí.

meta de "lexile" en 4º grado: 645-755
meta de "lexile" en 5º grado: 755-865
meta de "lexile" en 6º grado: 825-955
meta de "lexile" en 7º grado: 900-1020
meta de "lexile" en 8º grado: 945-1055

Para el año escolar _____ su hijo (a)

_____Continuará en el programa de Lenguaje!

_____No participará en el programa de Lenguaje! y recibirá instrucción regular.

Comentarios:

Palmdale School District
***Language*! Pacing and Assessment Timeline**
Books A/B 2011-12

Books A/B	Dates	Days	Assessments	Scores Due in OARS
Baseline Assessments	September 7-9	3	Baseline Assessments- LRS,TOSCRF, Writing	September 16
Unit 1	Sept. 12- Sept. 30	15	Content Mastery	October 7
Unit 2	Oct. 3- Oct. 21	14	Content Mastery/Benchmark Paper	October 28
Unit 3	Oct 24-Nov. 10	14	Content Mastery/Fluency	December 2
Unit 4	Nov. 28-Dec. 16	15	Content Mastery/Benchmark Paper	January 6
Unit 5	Jan. 3-Jan. 20	13	Content Mastery	Feb. 3
Unit 6	Jan. 23-Feb 10	14	EOB Content Mastery/Progress Indicators/Fluency	Feb. 17
Unit 7	Feb. 14-Mar. 2	13	Content Mastery	March 9
Unit 8	Mar. 5-Mar. 30	14	Content Mastery/Benchmark Paper	April 6
Unit 9	Apr. 2- Apr.20	15	Content Mastery/Fluency	April 27
Unit 10	Apr. 23-May 11	15	Content Mastery/Benchmark Paper	May 18
Unit 11	May 14-June 1	15	Content Mastery	June 8
Unit 12	June 4-18	10	EOB Content Mastery/Progress Indicators/Fluency	June 20
2011-13 Placement Tests	June 4-8	5	LRS	June 13

Baselines and Progress Indicators are pre/post measure of student growth

8/2011

Palmdale School District
***Language*! Pacing and Assessment Timeline**
Books C/D 2011-12

Books C/D	Dates	Days	Assessments	Scores Due in OARS
Baseline Assessments	September 7-9	3	Baseline Assessments- LRS,TOSCRF, Writing	September 16
Unit 13	Sept. 12- Sept. 30	15	Content Mastery	October 7
Unit 14	Oct. 3- Oct. 21	14	Content Mastery/Benchmark Paper	October 28
Unit 15	Oct 24-Nov. 10	14	Content Mastery/Fluency	December 2
Unit 16	Nov. 28-Dec. 16	15	Content Mastery/Benchmark Paper	January 6
Unit 17	Jan. 3-Jan. 20	13	Content Mastery	Feb. 3
Unit 18	Jan. 23-Feb 10	14	EOB Content Mastery Progress Indicators Fluency	Feb. 17
Unit 19	Feb. 14-Mar. 2	13	Content Mastery	March 9
Unit 20	Mar. 5-Mar. 30	14	Content Mastery/Benchmark Paper	April 6
Unit 21	Apr. 2- Apr.20	15	Content Mastery/Fluency	April 27
Unit 22	Apr. 23-May 11	15	Content Mastery/Benchmark Paper	May 18
Unit 23	May 14-June 1	15	Content Mastery	June 8
Unit 24	June 4-18	10	EOB Content Mastery/Progress Indicators/Fluency	June 20
2011-13 Placement Tests	June 4-8	5	LRS	June 13

Baselines and Progress Indicators are pre/post measure of student growth

8/2011

Palmdale School District
***Language*! Pacing and Assessment Timeline**
Books A 2011-12

Books A	Dates	Days	Assessments	Scores Due in OARS
Baseline Assessments	September 7-9	3	Baseline Assessments- LRS,TOSCRF, Writing	September 16
Unit 1 Lessons 1-5	Sept. 12- Sept. 30	15	Content Mastery	October 7
Unit 1 Lessons 6-10	Oct. 3- Oct. 21	14	Content Mastery	October 28
Unit 2 Lessons 1-5	Oct 24-Nov. 10	14	Content Mastery	December 2
Unit 2 Lesson 6-10	Nov. 28-Dec. 16	15	Content Mastery/Benchmark Paper/Fluency	January 6
Unit 3 Lessons 1-5	Jan. 3-Jan. 20	13	Content Mastery	Feb. 3
Unit 3 Lessons 6-10	Jan. 23-Feb 10	14	EOB Content Mastery/Progress Indicators/Fluency	Feb. 17
Unit 4 Lessons 1-5	Feb. 14-Mar. 2	13	Content Mastery	March 9
Unit 4 Lessons 6-10	Mar. 5-Mar. 30	14	Content Mastery/Benchmark Paper/Fluency	April 6
Unit 5 Lessons 1-5	Apr. 2- Apr.20	15	Content Mastery	April 27
Unit 5 Lessons 6-10	Apr. 23-May 11	15	Content Mastery	May 18
Unit 6 Lessons 1-5	May 14-June 1	15	Content Mastery	June 8
Unit 6 Lessons 6-10	June 4-18	10	EOB Content Mastery/Progress Indicators/Fluency	June 20
2011-13 Placement Tests	June 4-8	5	LRS	June 13

Baselines and Progress Indicators are pre/post measure of student growth

8/2011

Palmdale School District
***Language*! Pacing and Assessment Timeline**
Books B 2011-12

Books B	Dates	Days	Assessments	Scores Due in OARS
Baseline Assessments	September 7-9	3	Baseline Assessments- LRS,TOSCRF, Writing	September 16
Unit 7 Lessons 1-5	Sept. 12- Sept. 30	15	Content Mastery	October 7
Unit 7 Lessons 6-10	Oct. 3- Oct. 21	14	Content Mastery	October 28
Unit 8 Lessons 1-5	Oct 24-Nov. 10	14	Content Mastery	December 2
Unit 8 Lesson 6-10	Nov. 28-Dec. 16	15	Content Mastery/Benchmark Paper	January 6
Unit 9 Lessons 1-5	Jan. 3-Jan. 20	13	Content Mastery	Feb. 3
Unit 9 Lessons 6-10	Jan. 23-Feb 10	14	Content Mastery/Fluency	Feb. 17
Unit 10 Lessons 1-5	Feb. 14-Mar. 2	13	Content Mastery	March 9
Unit 10 Lessons 6-10	Mar. 5-Mar. 30	14	Content Mastery/Benchmark Paper	April 6
Unit 11 Lessons 1-5	Apr. 2- Apr.20	15	Content Mastery	April 27
Unit 11 Lessons 6-10	Apr. 23-May 11	15	Content Mastery	May 18
Unit 12 Lessons 1-5	May 14-June 1	15	Content Mastery	June 8
Unit 12 Lessons 6-10	June 4-18	10	EOB Content Mastery/Progress Indicators/Fluency	June 20
2011-13 Placement Tests	June 4-8	5	LRS	June 13

Baselines and Progress Indicators are pre/post measure of student growth

8/2011

Palmdale School District
***Language*! Pacing and Assessment Timeline**
Books C 2011-12

Books C	Dates	Days	Assessments	Scores Due in OARS
Baseline Assessments	September 7-9	3	Baseline Assessments- LRS,TOSCRF, Writing	September 16
Unit 13 Lessons 1-5	Sept. 12- Sept. 30	15	Content Mastery	October 7
Unit 13 Lessons 6-10	Oct. 3- Oct. 21	14	Content Mastery	October 28
Unit 14 Lessons 1-5	Oct 24-Nov. 10	14	Content Mastery	December 2
Unit 14 Lesson 6-10	Nov. 28-Dec. 16	15	Content Mastery/Benchmark Paper	January 6
Unit 15 Lessons 1-5	Jan. 3-Jan. 20	13	Content Mastery	Feb. 3
Unit 15 Lessons 6-10	Jan. 23-Feb 10	14	Content Mastery/Fluency	Feb. 17
Unit 16 Lessons 1-5	Feb. 14-Mar. 2	13	Content Mastery	March 9
Unit 16 Lessons 6-10	Mar. 5-Mar. 30	14	Content Mastery/Benchmark Paper	April 6
Unit 17 Lessons 1-5	Apr. 2- Apr.20	15	Content Mastery	April 27
Unit 17 Lessons 6-10	Apr. 23-May 11	15	Content Mastery	May 18
Unit 18 Lessons 1-5	May 14-June 1	15	Content Mastery	June 8
Unit 18 Lessons 6-10	June 4-18	10	EOB Content Mastery/Progress Indicators/Fluency	June 20
2011-13 Placement Tests	June 4-8	5	LRS	June 13

Baselines and Progress Indicators are pre/post measure of student growth

8/2011

Palmdale School District
***Language*! Pacing and Assessment Timeline**
Books D 2011-12

Books D	Dates	Days	Assessments	Scores Due in OARS
Baseline Assessments	September 7-9	3	Baseline Assessments- LRS,TOSCRF, Writing	September 16
Unit 19 Lessons 1-5	Sept. 12- Sept. 30	15	Content Mastery	October 7
Unit 19 Lessons 6-10	Oct. 3- Oct. 21	14	Content Mastery	October 28
Unit 20 Lessons 1-5	Oct 24-Nov. 10	14	Content Mastery	December 2
Unit 20 Lesson 6-10	Nov. 28-Dec. 16	15	Content Mastery/Benchmark Paper	January 6
Unit 21 Lessons 1-5	Jan. 3-Jan. 20	13	Content Mastery	Feb. 3
Unit 21 Lessons 6-10	Jan. 23-Feb 10	14	Content Mastery/Fluency	Feb. 17
Unit 22 Lessons 1-5	Feb. 14-Mar. 2	13	Content Mastery	March 9
Unit 22 Lessons 6-10	Mar. 5-Mar. 30	14	Content Mastery/Benchmark Paper	April 6
Unit 23 Lessons 1-5	Apr. 2- Apr.20	15	Content Mastery	April 27
Unit 23 Lessons 6-10	Apr. 23-May 11	15	Content Mastery	May 18
Unit 24 Lessons 1-5	May 14-June 1	15	Content Mastery	June 8
Unit 24 Lessons 6-10	June 4-18	10	EOB Content Mastery/Progress Indicators/Fluency	June 20
2011-13 Placement Tests	June 4-8	5	LRS	June 13

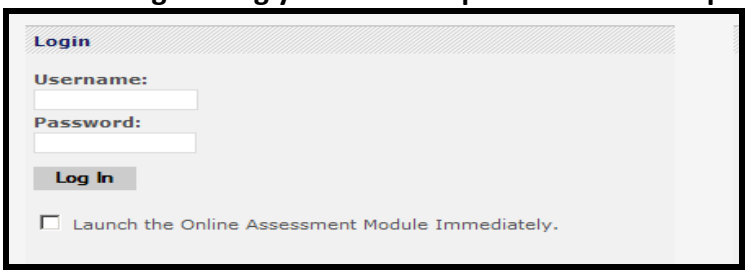
Baselines and Progress Indicators are pre/post measure of student growth

8/2011

OARS Directions for Assigning Students to an Assessment Level (Testing Program) For Example: Language! 4th Ed. Baseline and Progress Indicators

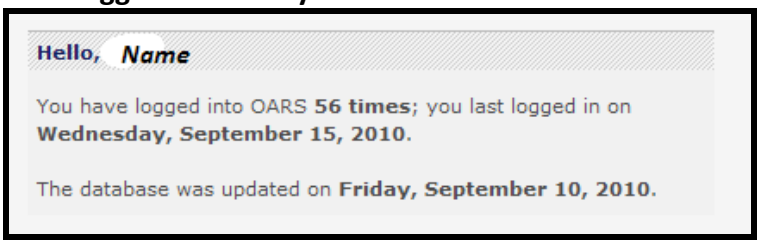
Sometimes a student does not show on your teacher roster because the student has not been assigned an assessment level or program. In some cases, the student has been in the classroom for a long time. New students are updated to OARS on a weekly basis. Therefore, a new student who is not showing up on the roster most likely has not been assigned an assessment level. The following directions will show you how to assign a student an assessment level and/or a program.

STEP 1 – Login using your own unique username and password.



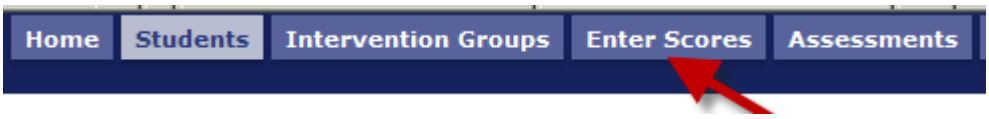
OARS Website: https://secure.oarsaccess.net/palmdale/index.php

STAP 2 – The system will identify your username & password. OARS counts how many times you have logged into the system.

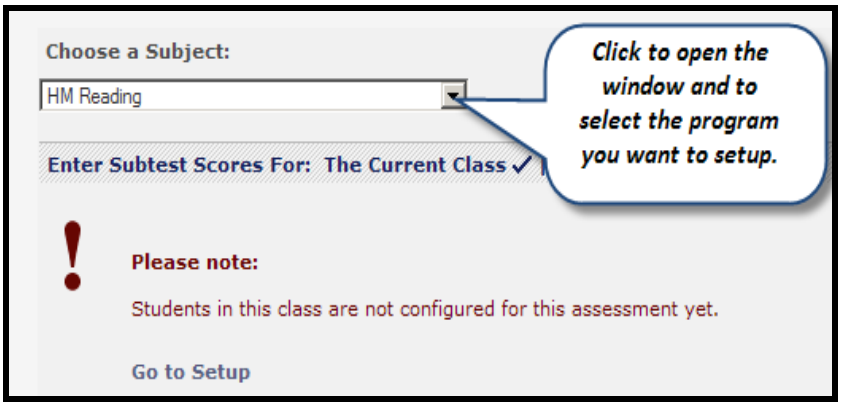

Hello, Name
You have logged into OARS 56 times; you last logged in on Wednesday, September 15, 2010.
The database was updated on Friday, September 10, 2010.

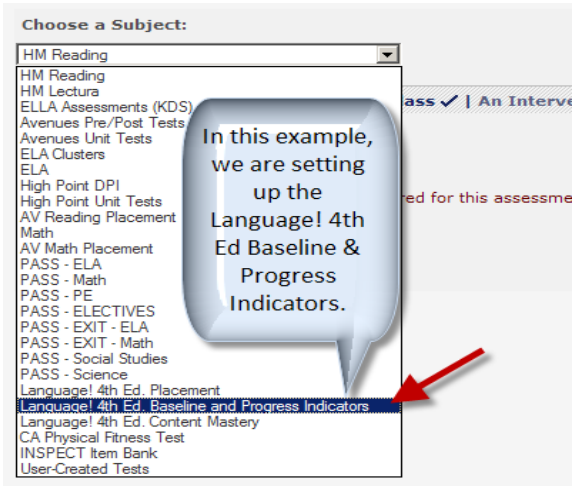
STEP 3 - Assigning Students to an Assessment Level and/or Program

1. Click on the "**Enter Scores**" tab.

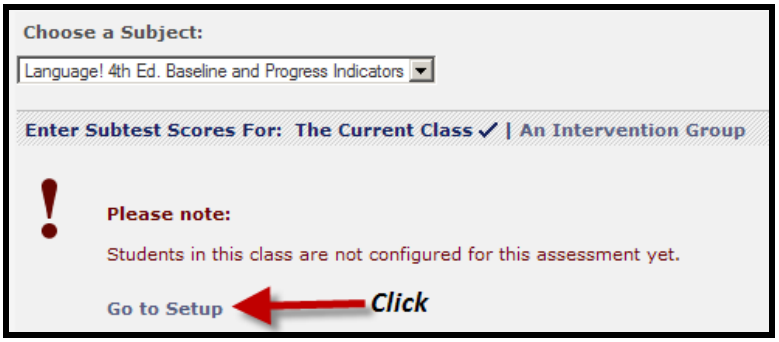


2. Choose a Subject, make sure you select the program (subject) the you want to setup for students.


Choose a Subject:
HM Reading
Click to open the window and to select the program you want to setup.
Enter Subtest Scores For: The Current Class
Please note:
Students in this class are not configured for this assessment yet.
Go to Setup



3. Click on the link to "**Setup**" Setup the class.


Choose a Subject:
Language! 4th Ed. Baseline and Progress Indicators
Enter Subtest Scores For: The Current Class | An Intervention Group
Please note:
Students in this class are not configured for this assessment yet.
Go to Setup
Click

4. Assign all students to the same level by using the pulldown menu above the student list.
5. Assign students individually by using the pulldown in the row next to the student in question.
6. Assign students to a different Subject Area Teacher if they receive instruction from a different teacher.
7. Be sure to click on "Save and Continue" Save and Continue when you have finished at the bottom of the page in the setup.

At this point, you will have to decide to assign students to a specific Language! Book A, B, C, D, E or F.

8. Be sure to click on Save and Continue when you have finished.

Note: When a new student arrives in your class during the year, you will have to assign that student an assessment level before you can submit assessment results. Not all assessments need to be assigned to students. When ScanOARS is used to upload students' scores, the system assigns students automatically. However, when we enter scores manually, then, the user has to assign students manually.

STEP 4 – Entering Scores in the Enter Scores Window.

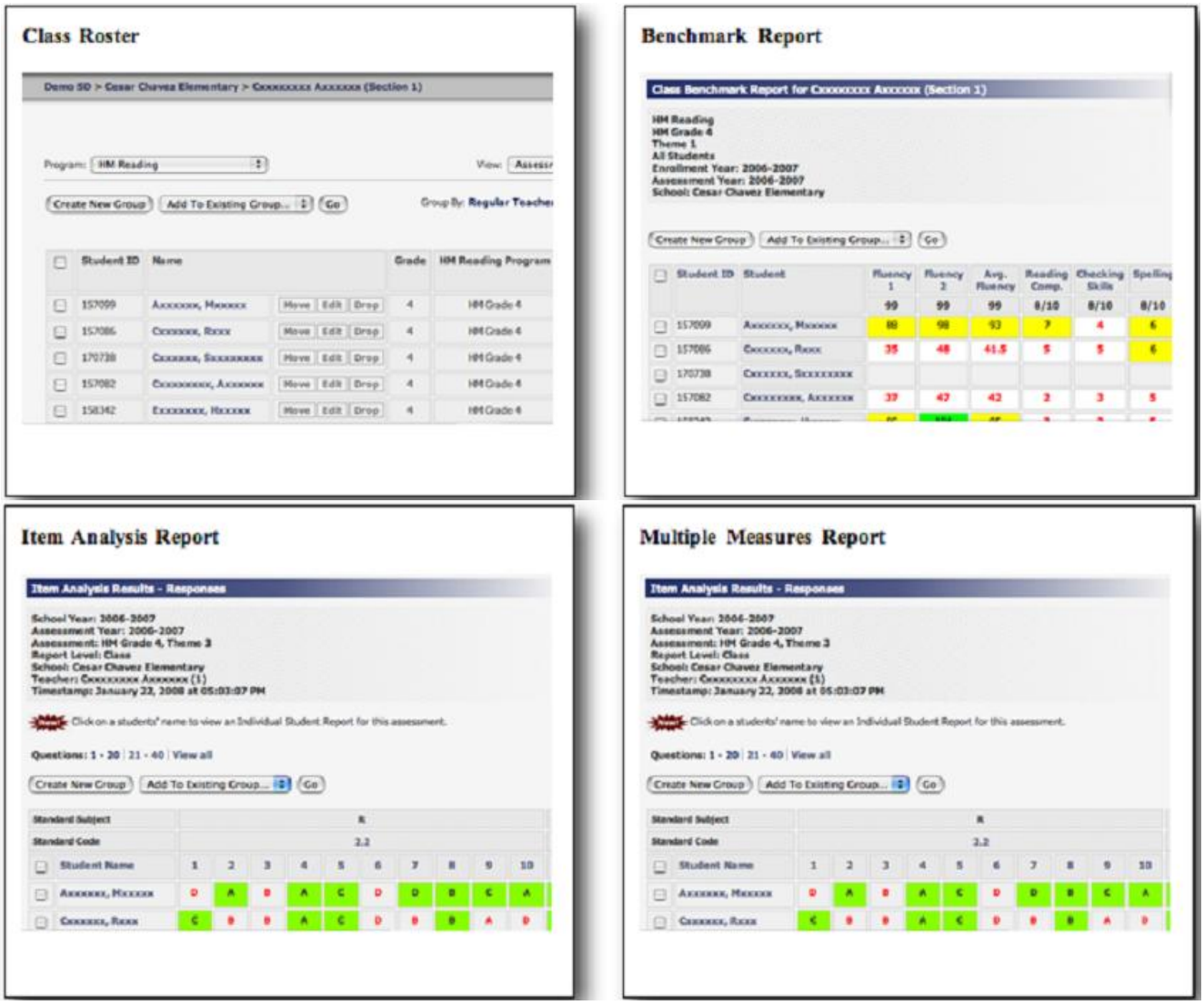
Books A and B – 1 Students
Click the Book that you want to enter scores
Setup
BK A, Baseline (Form A)
BK A, Benchmark 2
BK A, Benchmark 4
BK A, Prog. Ind. (Form B)
BK B, Benchmark 8
BK B, Benchmark 10
BK B, Prog. Ind.
Submit Scores Online
Create Printer-Friendly Reporting Form

ONLINE ASSESSMENT REPORTING SYSTEM (OARS) USER MANUAL
Intervention Groups

The Intervention Group feature allows you to create, share, and monitor custom lists of students that meet criteria you define. You might use this feature to keep track of students who need intervention in specific academic areas, students who barely missed scoring 'Proficient' on the CST, or students who are enrolled in an after-school program (among countless other possibilities).

Creating (or Adding to) an Intervention Group

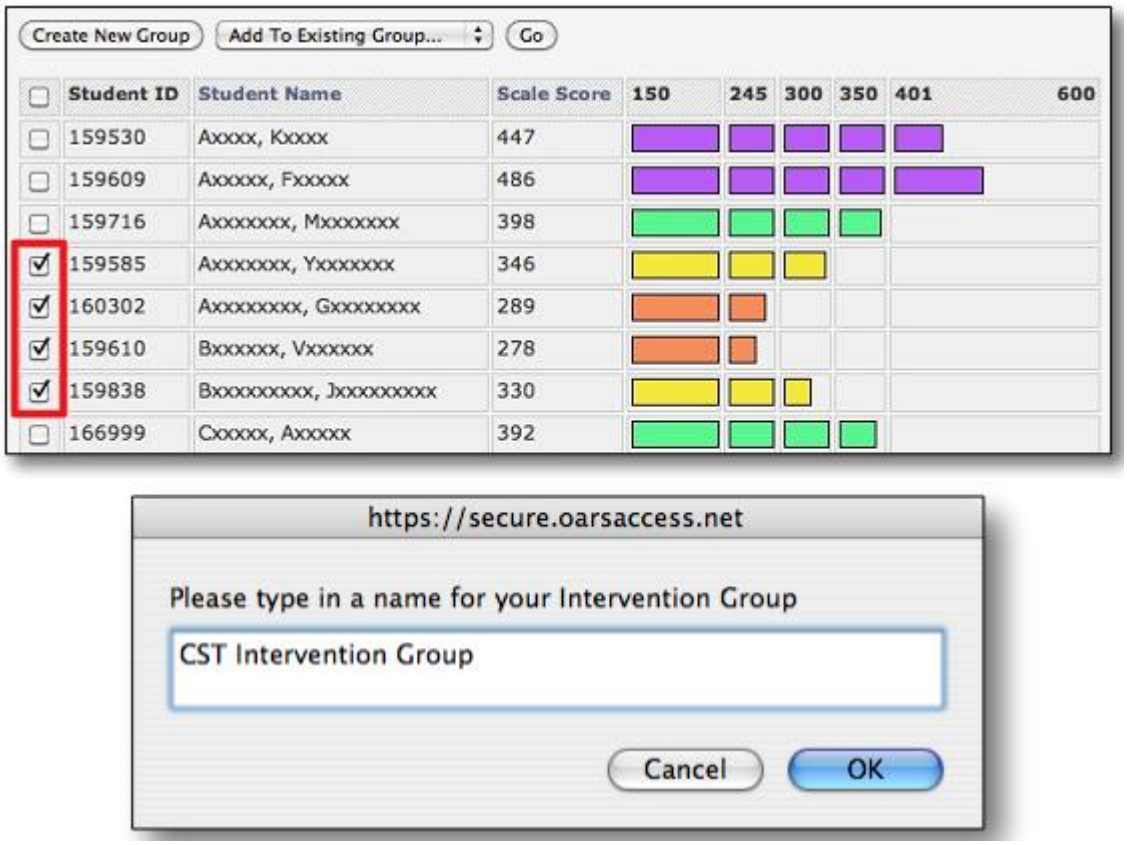
You can **Create** or **Add to** an Intervention Group by selecting students from many different reports:



In each of the examples above, select the students you want to add to your Intervention Group by checking the box next to each student's name. (To add the entire list, click on the checkbox at the top of the column.)

Creating a New Intervention Group

Once you've selected the students you want, you can create a **new** Intervention Group by clicking on the button at the top of the page labeled **'Create New Group'.** This will trigger a pop-up window where you can enter the name you want to assign to this group:



Enter the group's name, and click Ok.

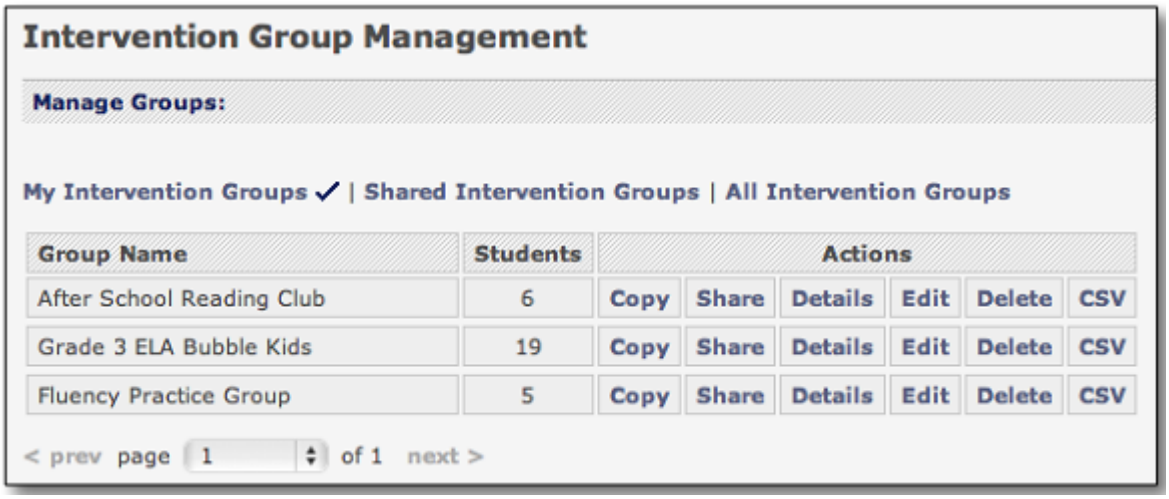
Note: Your web-browser must be set to allow pop-up JavaScript windows for this feature to work correctly.

Adding Students to an Existing Intervention Group

If you wish to add the students you've selected to an **existing** Intervention Group, select the group from the pulldown menu labeled **'Add to Existing Group'** and then click **'Go'.**

Managing Intervention Groups

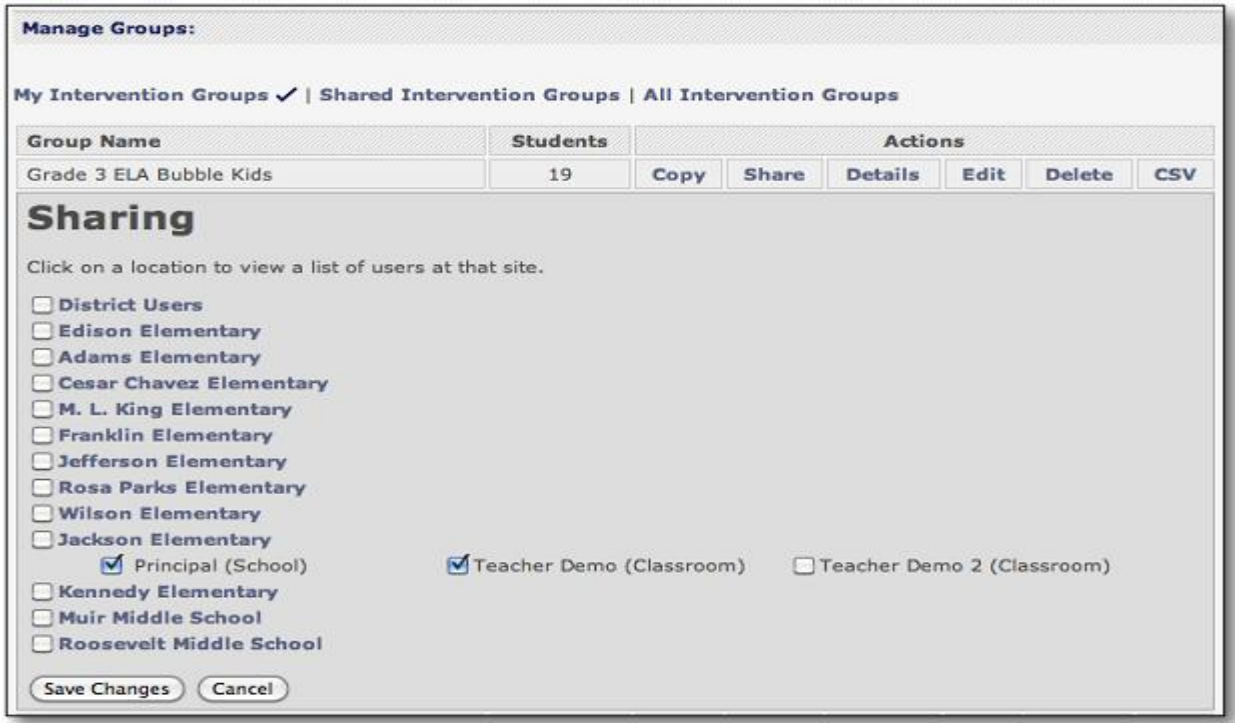
To access Intervention Groups you've already created (or that other users are sharing with you), click on the **Intervention Groups** tab at the top of the OARS window:



Sharing Intervention Groups

If you have the appropriate privileges, you can share Intervention Groups with other users.

Make sure you are on the **Intervention Groups** tab. Locate the Intervention Group you want to share. Click on the link labeled **'Share'** next to the group. The window expands: To share an Intervention Group with **all** users at a site, click on the checkbox next to the school name. To share an Intervention Group with **specific users** at a school site, click on the school site's name, and select the specific users from the generated list (as in the example above.) Click on the button labeled **'Save Changes'.** The group you have shared will be visible to users when they next log into OARS. They can view the groups you have shared with them by clicking on the link labeled **"Shared Intervention Groups'.**

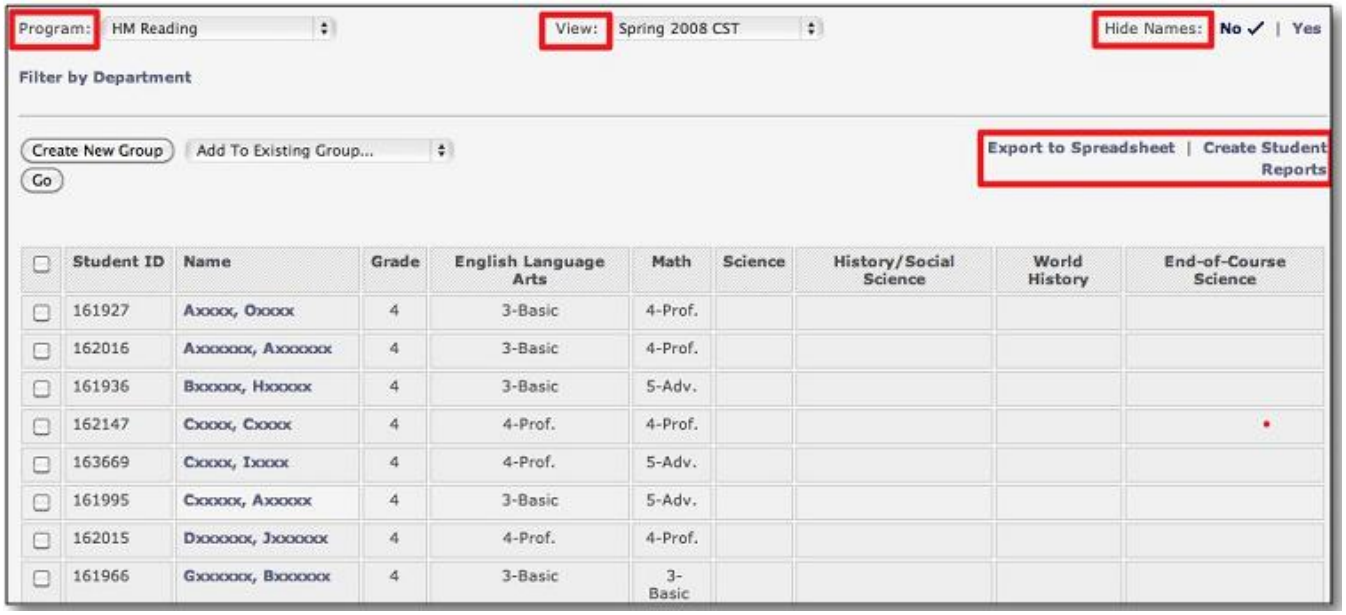

Manage Groups:
My Intervention Groups ✓ | Shared Intervention Groups | All Intervention Groups
Group Name
Students
Actions
Grade 3 ELA Bubble Kids
19
Copy
Share
Details
Edit
Delete
CSV
Sharing
Click on a location to view a list of users at that site.
District Users
Edison Elementary
Adams Elementary
Cesar Chavez Elementary
M. L. King Elementary
Franklin Elementary
Jefferson Elementary
Rosa Parks Elementary
Wilson Elementary
Jackson Elementary
Principal (School)
Teacher Demo (Classroom)
Teacher Demo 2 (Classroom)
Kennedy Elementary
Muir Middle School
Roosevelt Middle School
Save Changes
Cancel

ONLINE ASSESSMENT REPORTING SYSTEM (OARS) USER MANUAL

Viewing Students in Intervention Groups

To view information about the students in an intervention group, follow these steps. Make sure you are on the **Intervention Group** tab. Locate the Intervention Group you want to view. Click on the link labeled **'Details'** next to the group.

You'll be redirected to a new window. The resulting page looks like a normal 'roster' page in OARS. The following features are available: View Assessment count information by changing the 'Program' pulldown. View Program Participation, Demographics and State assessment results by changing the 'View' pulldown. Hide Names of students to protect confidentiality. Export roster information to a spreadsheet. Create Individual Student Reports for all students in the Intervention Group.



Student ID	Name	Grade	English Language Arts	Math	Science	History/Social Science	World History	End-of-Course Science
161927	Axxxx, Oxxxx	4	3-Basic	4-Prof.				
162016	Axxxxxx, Axxxxxx	4	3-Basic	4-Prof.				
161936	Bxxxxx, Hxxxxx	4	3-Basic	5-Adv.				
162147	Cxxxx, Cxxxx	4	4-Prof.	4-Prof.				
163669	Cxxxx, Ixxxx	4	4-Prof.	5-Adv.				
161995	Cxxxxx, Axxxxx	4	3-Basic	5-Adv.				
162015	Dxxxxxx, Jxxxxxx	4	4-Prof.	4-Prof.				
161966	Gxxxxxx, Bxxxxxx	4	3-Basic	3-Basic				

Creating Reports with Intervention Groups

The following reports are available using the students from Intervention Groups, rather than the regular District, School, or Class Roster:

Local Assessments
- Benchmark Report
- Item Analysis Report
- Progress

Monitoring Report

State Assessments
- STAR Report
- CST Scale Score Report
- CST Growth Report
- CST Cluster Analysis Report
- CEDLT Report
- AM

AO Report
Multiple
Measures
Report

To access any of these reports, click on the **Reports** tab. Then, click on the link labeled **Use Intervention Group** under any of the reports where this feature is available.

The resulting report will only contain results for students in the Intervention Group you selected.